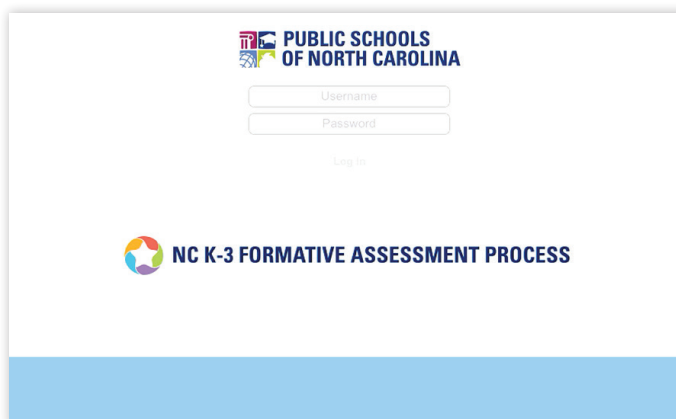


GETTING STARTED

SIGNING IN

Before you sign in, make sure you have the username and password that you use for PowerSchool. These are your login credentials for the NC K–3 Formative Assessment Process technology platform.

Also make sure you have received the email containing login instructions for the technology platform. If you have not received it, please contact Teaching Strategies by email at northcarolina@teachingstrategies.com, or by phone at **844-852-4653**.




Follow the link in your login email to access the login screen. At the login screen, you will be prompted to enter your username and password. Click **Log In** after you have entered your username and password.

TIP: You may find it helpful to bookmark the login page or make it a favorite in your browser for quick access.

HOME PAGE

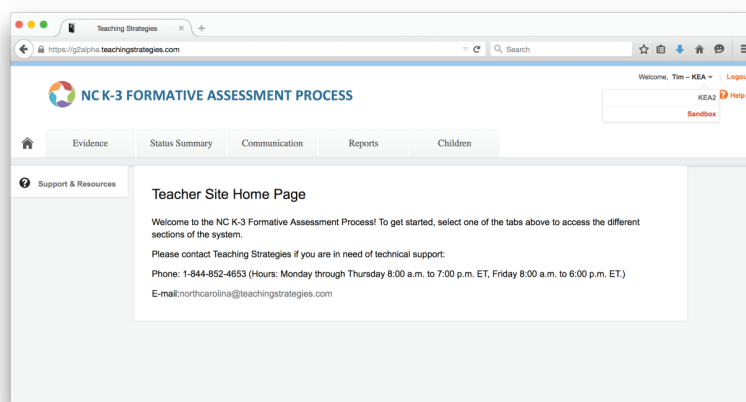
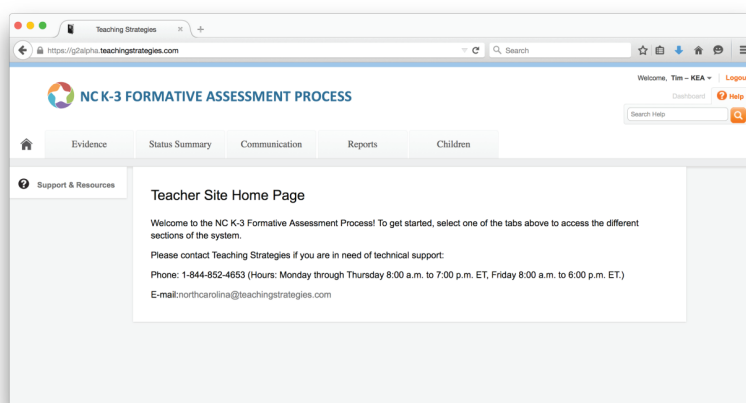
You will land on your personalized home page after logging in to the technology platform. In the main body of this page, you will find updates related to the technology platform and your progress implementing the NC K–3 Formative Assessment Process.

TIP: You can return to your home page at any time by clicking the  icon to the left of the main tabs.

Several navigation items appear on every page within the technology platform. These menus, buttons, and links help you move around within the system and find online support when you need it.

Clicking **Support & Resources** in the left-hand navigation gives you access to support and resources within the platform that can help you implement the NC K–3 Formative Assessment Process.

In the upper right-hand corner of your screen, clicking **Help?** opens a search box where you can type in one or more keywords to search for resources in the comprehensive support library from any page.



A drop-down menu to the left of the **Logout** link enables you to toggle between classes if you have multiple classes in the system. It also gives you access to your **Sandbox**.

As on every other page in the platform, you will find the main navigation tabs that give you access to the main features of the tool.

Finally, you can log out of the system anytime by clicking **Logout**.

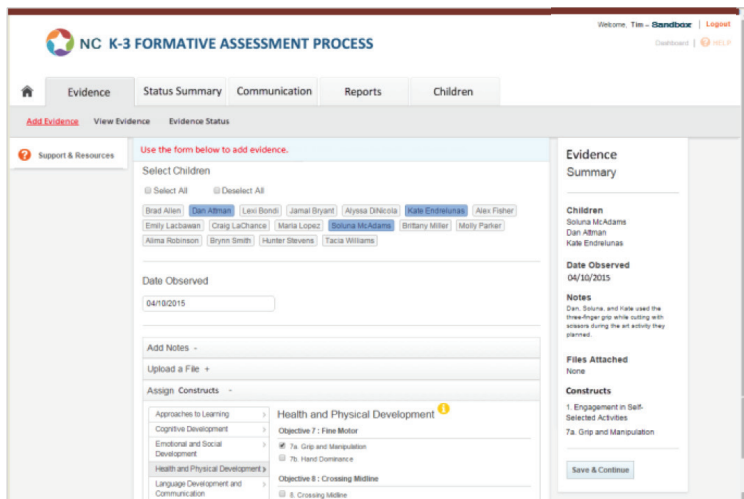
SANDBOX

Exploring a new technology on your own is a great way to learn what it can do and how you can use it to accomplish your tasks. The Sandbox is a place where you can practice following the steps of the NC K–3 Formative Assessment Process without using real data.

To access the Sandbox, click **Sandbox** in the drop-down menu in the upper right corner of your screen.

The Sandbox looks, feels, and behaves exactly like the “live” technology platform, possessing all of the tabs, buttons, menus, checkboxes, and other elements that you need to practice using the tool.

You can use the Sandbox to practice uploading evidence, determining current learning statuses, setting learning targets, developing criteria for success, entering status summary data to fulfill the kindergarten entry requirement, communicating with families, and working with reports.



MAIN NAVIGATION TABS

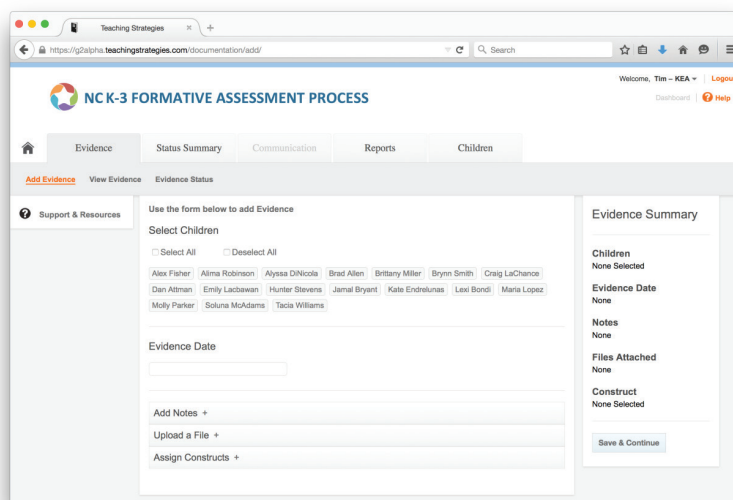
There are five main navigation tabs in the technology platform: **Evidence**, **Status Summary**, **Communication**, **Reports**, and **Children**. You will use these tabs as you follow the NC K–3 Formative Assessment Process.

EVIDENCE TAB

The Evidence tab is where you will collect evidence of students’ learning. Gathering and documenting evidence will help you get organized and save time as you make your assessment decisions.

From the **Evidence** tab, you can **Add Evidence** and select current learning statuses, **View Evidence** and make changes to or delete it, and generate an **Evidence Status Report**, which shows you how many pieces of evidence you have entered for individual students or your entire class.

TIP: Every page within the Evidence tab shows a summary that lists choices you have made regarding children, dates, evidence types, constructs, and other information.



STATUS SUMMARY TAB

The **Status Summary** tab is where you will determine each student's status summary with regard to **Book and Print Awareness** and **Object Counting**—the two constructs required for kindergarten entry in 2015–2016—as well as the optional constructs if you wish to consider those as you plan instruction. The screen below shows what a teacher who has opted in to the optional constructs would see.

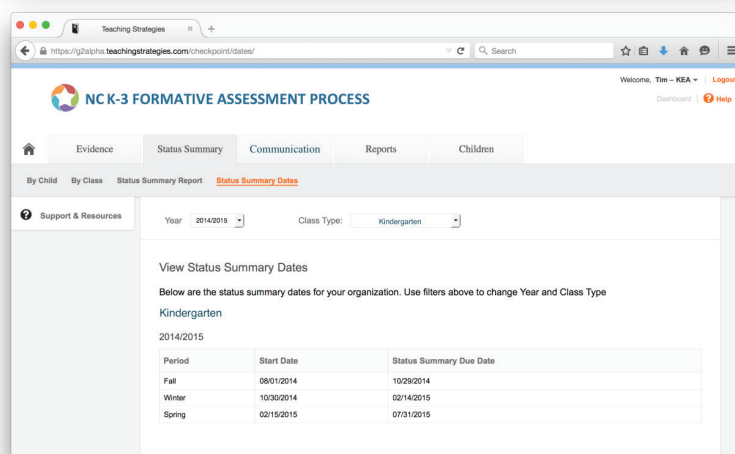
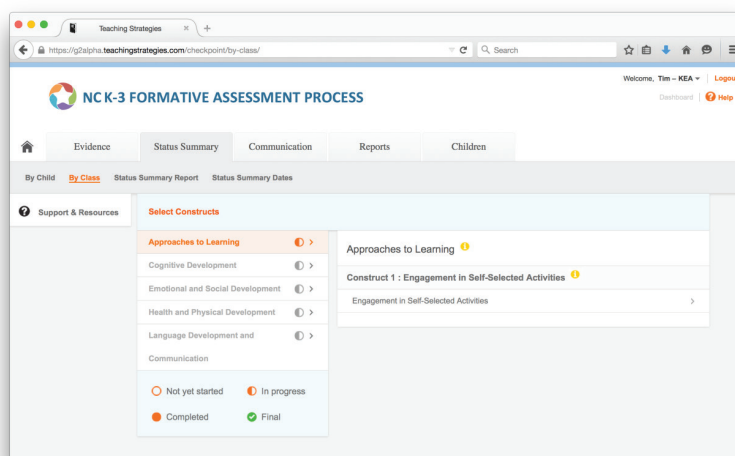
Whereas in the **Evidence** tab you determined a current learning status for each student with regard to each construct, here on the **Status Summary** tab you will make a *summary* determination based on all the evidence you have gathered during the learning status period.

The data you enter here fulfills the kindergarten entry requirement for the 2015–2016 school year.

There are two ways to enter final summary status data: by child and by class. Select **By Child** to enter data for an individual child, or select **By Class** to enter data by class, which enables you to indicate a learning status for multiple children with regard to each construct progression.

You can also select **Status Summary Report** from the **Summary Status** tab to determine whether you have entered status summary data for every child in your class, and view the deadlines for entering status summary data by selecting **Summary Status Dates**.

TIP: Evidence with the “date observed” between the start and end of a period will be assigned to that period.



COMMUNICATION TAB

The **Communication** tab, which is still under development, will facilitate communication with families via an electronic “Family Conference Form.” You will be able access and customize this form by selecting it from the **Communication** tab.

REPORTS TAB

The **Reports** tab gives you access to useful reports that inform planning and instruction. At this time, two reports are available: the Class Profile report and the Individual Child report.

Class Profile Report

The first report on the tab is the **Class Profile** report, which shows status summaries for students in one or more classes with regard to selected constructs during a particular status summary period. Select **Class Profile** from the **Reports** tab to generate it.

The screenshot shows the 'Class Profile' report for Class KEA, Kindergarten, generated on May 18, 2015. It displays two tables: 'Approaches to Learning' and 'Cognitive Development'. The 'Approaches to Learning' table shows scores for '1. Engagement in Self-Selected Activities' across various student names. The 'Cognitive Development' table shows scores for '3. Object Counting'.

Construct	Class/Grade	Emerging	A	B	C	D	Beyond
1. Engagement in Self-Selected Activities			Alma Robinson, Dier Adman, Jamal Bryant, Sotara McDams	Ayessa DiNicola, Craig LeChenec, Hester Stevens, Katie Endrekevas, Marta Lopez, Tacia Williams		Alex Fisher, Brad Allen	

Construct	Class/Grade	Emerging	A	B	C	D	E	F	G	H	Beyond
3. Object Counting			Alex Fisher, Brad Allen, Jamal Bryant		Ayessa DiNicola						

Individual Child Report

The other report on this tab is the **Individual Child** report. This report enables you to see the learning status of one or more children during a given period.

The screenshot shows the 'Individual Child Report: Alex Fisher' for Alex Fisher, born April 01, 2010, Kindergarten, generated on May 18, 2015. It displays two tables: 'Approaches to Learning' and 'Cognitive Development'. The 'Approaches to Learning' table shows scores for '1. Engagement in Self-Selected Activities' for Spring 2014/2015. The 'Cognitive Development' table shows scores for '3. Object Counting' for Spring 2014/2015.

Construct	Class/Grade	Emerging	A	B	C	D	Beyond
1. Engagement in Self-Selected Activities	Kindergarten				Spring 2014/2015*		

Construct	Class/Grade	Emerging	A	B	C	D	E	F	G	H	Beyond
3. Object Counting	Kindergarten			Spring 2014/2015*							

CHILDREN TAB

The **Children** tab enables you to view information about the children in your classes.

The two items in this tab are **Manage Classes** and **Manage Children**. Because these functions are handled via PowerSchool, you will not be able to make changes to either your classes or your children.

Your classes will have been set up in advance, so you will see your class or classes and children already listed here.

SUPPORT & RESOURCES

You will find plenty of support from NCDPI's regional staff, Teaching Strategies, and your district's and school's administrative staff throughout the North Carolina K–3 Formative Assessment Process.

If you have questions about the **platform**, please email them to northcarolina@teachingstrategies.com. You may also call Teaching Strategies on the toll-free Help Desk number: **844-852-4653**. This number will be staffed from 8–7 Monday–Thursday, and from 8–6 Friday (Eastern time).

If you're experiencing problems related to **Internet connectivity or hardware** (that is, an electronic device such as a computer, smartphone, or tablet), you can receive technical assistance from your district's or school's IT support staff.

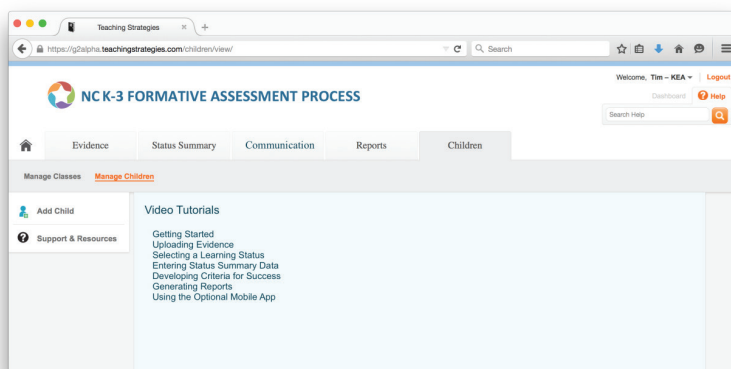
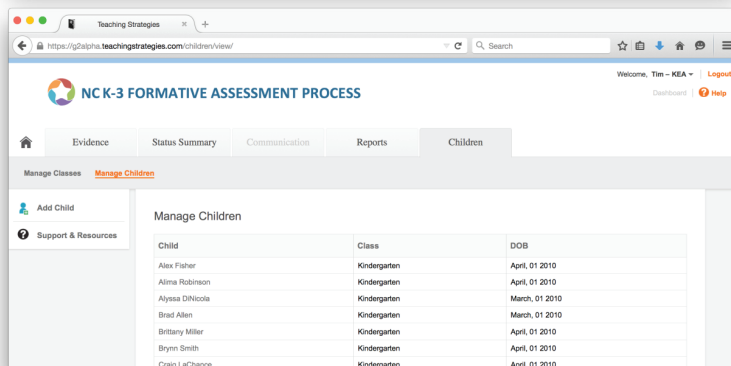
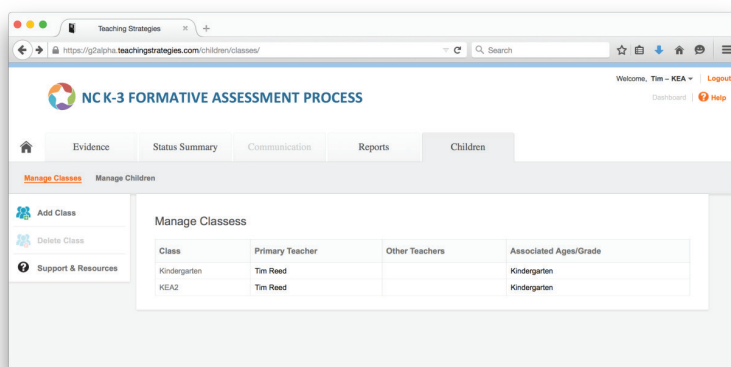
If you have questions related to the Formative Assessment Process in *general* and not the platform, you may direct those to NC.K3FAP@dpi.nc.gov or your Regional Consultant.

Finally, you can access several online video tutorials like this one to learn more about different aspects of using the platform to implement the Formative Assessment Process.

Topics include uploading evidence, selecting a learning status, entering status summary data, developing criteria for success, generating reports, and using the optional mobile app.

Click the **Support & Resources** button on any screen to access these tutorials and other helpful resources.

We hope you have enough information to feel confident as you get started with the Formative Assessment Process. Have a great school year!



ADDING EVIDENCE AND DETERMINING A CURRENT LEARNING STATUS

ADD EVIDENCE

To create digital portfolios for the students in your class, use the **Evidence** tab. Adding evidence of students' learning enables you to determine current learning statuses.

Select children by clicking their names in the class list. You can use **Select All** to select your entire class or **Deselect All** to start over.

Click the **Evidence Date** field to reveal a calendar. Be sure to click the observation date, not the date you are entering the evidence.

If you are entering written evidence such as an anecdotal observation note or a description of a digital file that you plan to upload, click **Add Notes** to open a text box. Type in your note and use the tools in the tool bar to format and spell-check your note.

Click **Upload a File** to upload a digital file as evidence, such as a photo, video, or audio recording. Then click **Add File** to browse to the file you wish to upload.

TIP: Maximum file sizes are 100 MB for videos and 5 MB for other file types.

Teaching Strategies

https://galpha.teachingstrategies.com/documentation/add/

NCK-3 FORMATIVE ASSESSMENT PROCESS

Welcome, Tim - KEA | Logout

Dashboard Help

Evidence Status Summary Communication Reports Children

Add Evidence View Evidence Evidence Status

Support & Resources

Use the form below to add Evidence

Select Children

Select All Deselect All

Alex Fisher Alma Robinson Alyssa DiNicola Brad Allen Brittany Miller Brynn Smith Craig LaChance Dan Altman Emily Lachawan Hunter Stevens Jamal Bryant Kate Endreunas Lexi Bondi Maria Lopez Molly Parker Soluna McAdams Tacia Williams

Evidence Date

May 2015

Su Mo Tu We Th Fr Sa

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Evidence Summary

Children

Dan Altman Soluna McAdams Craig LaChance

Evidence Date

None

Notes

None

Files Attached

None

Construct

None Selected

Save & Continue

Teaching Strategies

https://galpha.teachingstrategies.com/documentation/add/

NCK-3 FORMATIVE ASSESSMENT PROCESS

Welcome, Tim - KEA | Logout

Dashboard Help

Evidence Status Summary Communication Reports Children

Add Evidence View Evidence Evidence Status

Support & Resources

Use the form below to add Evidence

Select Children

Select All Deselect All

Alex Fisher Alma Robinson Alyssa DiNicola Brad Allen Brittany Miller Brynn Smith Craig LaChance Dan Altman Emily Lachawan Hunter Stevens Jamal Bryant Kate Endreunas Lexi Bondi Maria Lopez Molly Parker Soluna McAdams Tacia Williams

Evidence Date

05/11/2015

Add Notes -

Dan, Soluna, and Craig out circles, squares, and triangles out of construction paper during an art activity they had planned together.

Upload a File +

Assign Constructs +

Evidence Summary

Children

Dan Altman Soluna McAdams Craig LaChance

Evidence Date

None

Notes

Dan, Soluna, and Craig out circles, squares, and triangles out of construction paper during an art activity they had planned together.

Files Attached

None

Construct

None Selected

Save & Continue

Teaching Strategies

https://galpha.teachingstrategies.com/documentation/add/

NCK-3 FORMATIVE ASSESSMENT PROCESS

Welcome, Tim - KEA | Logout

Dashboard Help

Evidence Status Summary Communication Reports Children

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Alex Fisher Alma Robinson Alyssa DiNicola Brad Allen Brittany Miller Brynn Smith Craig LaChance Dan Altman Emily Lachawan Hunter Stevens Jamal Bryant Kate Endreunas Lexi Bondi Maria Lopez Molly Parker Soluna McAdams Tacia Williams

Evidence Date

05/11/2015

Add Notes -

Upload a File -

Add File

Assign Constructs +

Evidence Summary

Children

Dan Altman Soluna McAdams Craig LaChance

Evidence Date

None

Notes

Dan, Soluna, and Craig out circles, squares, and triangles out of construction paper during an art activity they had planned together.

Files Attached

None

Construct

None Selected

Save & Continue

Click **Assign Constructs** to assign one or more constructs to the evidence you entered. Select the relevant domains from the menu on the left and then click the checkboxes to select constructs.

To navigate between domains, simply select another domain to reveal that domain's constructs. You can select one or more constructs in each of the available domains.

Click the **i** icon beside the domain to see the overarching claim that underlies that domain.

Click the **i** icon beside the construct to see the rationale for including it in the North Carolina K–3 Formative Assessment Process.

On the right side of your screen is the **Evidence Summary**, which lists the children, the evidence date, any notes you have entered, any files you uploaded, and the constructs you assigned.

TIP: A single piece of evidence can relate to more than one child and more than one construct.

Click **Save & Continue** to save your work and be taken to the first construct progression you selected.

SELECTING A CURRENT LEARNING STATUS

In the **Evidence** tab, the construct progressions enable you to use the evidence you entered to determine a current learning status for the children you selected.

PROGRESSION VIEW

The default view is the progression view, which enables you to see three skills of the construct progression at a time.

On this screen you will see the domain, the construct, the understandings, and the skills that make up that construct. You can click the **Previous** and **Next** buttons in the upper right corner to view the previous and next construct progressions in that domain.

Moving from left to right along the progression, each skill is presented in order of sophistication. Here you will determine a student's learning status with regard to the construct progression. You can use the slider (left/right arrows) to move along the progression in either direction.

Note the words **Emerging** and **Beyond** on either side of the letters in the slider. **Emerging** indicates that a student has not yet demonstrated the first skill on the construct progression (Skill A). **Beyond** indicates that the student demonstrates skills that exceed the most advanced lettered skill on the construct progression (the letter may vary). You must enter evidence for **Emerging** and **Beyond** in order to select those as learning statuses.

If you need more information about a particular skill, you can view its performance descriptor by clicking Show Performance Descriptor in the left-hand navigation options or clicking **Skill View**.

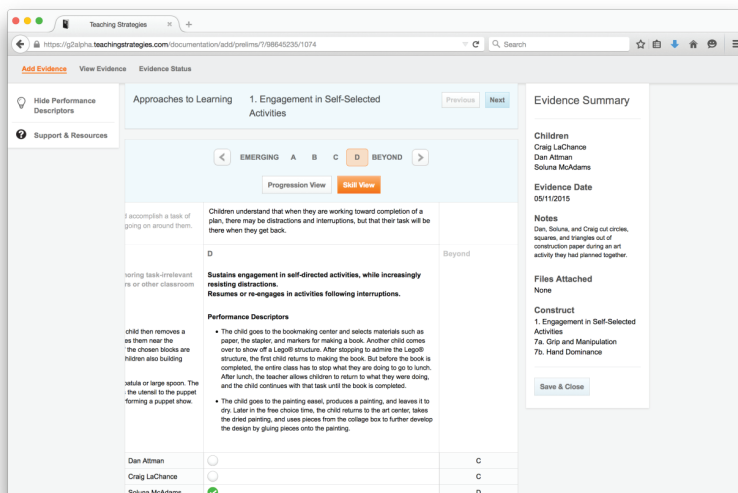
SKILL VIEW

To focus on a single skill rather than on three skills at a time, click **Skill View**. (You can return to the progression view at any time by clicking **Progression View**.)

The skill view is the recommended option when you want to refer to the performance descriptors. To hide them, click **Hide Performance Descriptors** in the left-hand navigation.

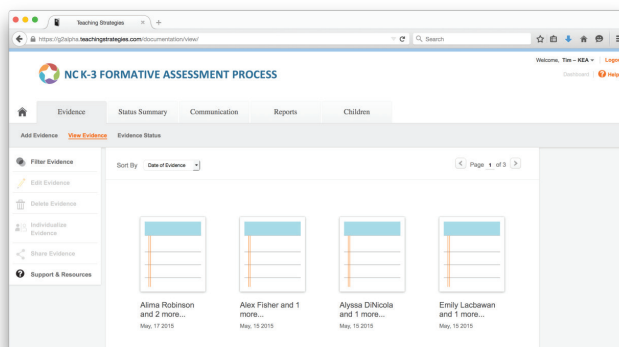
In either view, once you have determined the skill that represents each student's current learning status based on the evidence you entered, click the checkbox beneath it on the progression.

Then click **Save & Close** to submit the learning statuses.



VIEW EVIDENCE

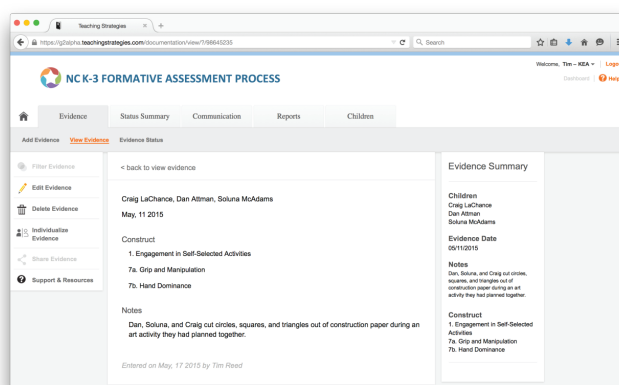
You can view evidence that you have already entered for one or more students in your class. To begin, select **View Evidence** from the **Evidence** tab.



Click the **Filter Evidence** button to narrow the evidence you are viewing by child or children, date observed, and/or construct.

You will then see any evidence that meets your criteria you entered along with the construct or constructs that you associated with that evidence.

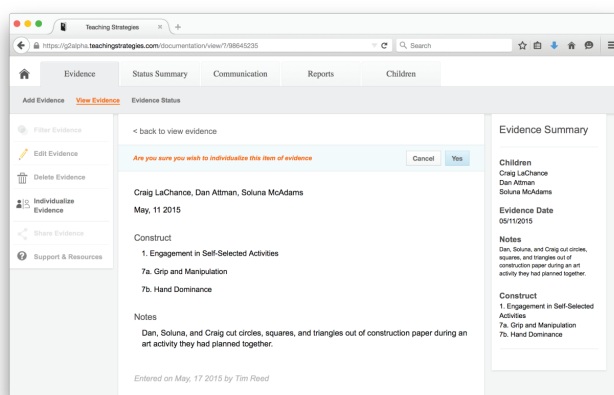
Once you have selected a piece of evidence to view, you can use the buttons in the left-hand navigation to work with it.



Click **Edit Evidence** to make changes to the information you entered.

Click **Delete Evidence** to permanently remove the evidence from the platform.

The **Individualize Evidence** button will be present when more than one child is associated with the evidence. Click **Individualize Evidence** and then **Yes** on the following screen (shown below) to split the group evidence automatically place a copy of the evidence in the portfolio of each associated child. You can then edit the evidence in an individual child's portfolio.



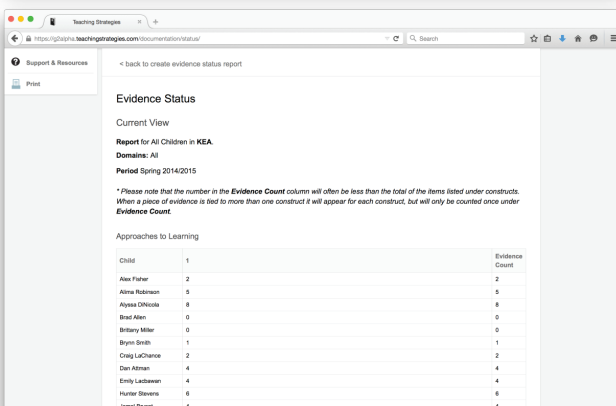
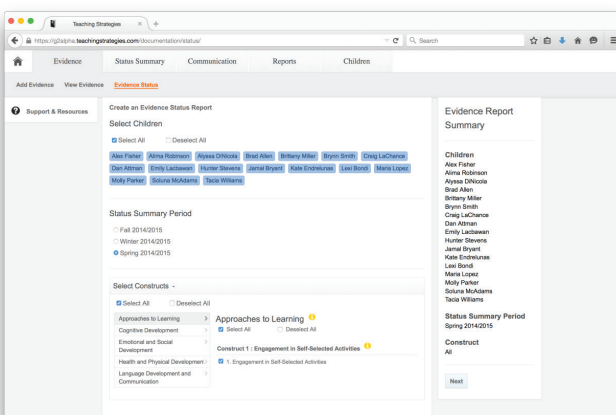
EVIDENCE STATUS

The third item under the **Evidence** tab is **Evidence Status**.

This report enables you to review the progress of your assessment—that is, to determine whether you have entered evidence and learning statuses for all the children in your class.

To generate the report, click **Evidence Status**. If you generate the report as is, you will be including your entire class on all available constructs, as well as reflecting the current evidence collection period. You can use the fields on this criteria screen to filter the content of the report, or you can simply select **Next**.

Looking at the report, you will be able to see how many pieces of evidence have been assigned to each construct.



Evidence Status

Current View

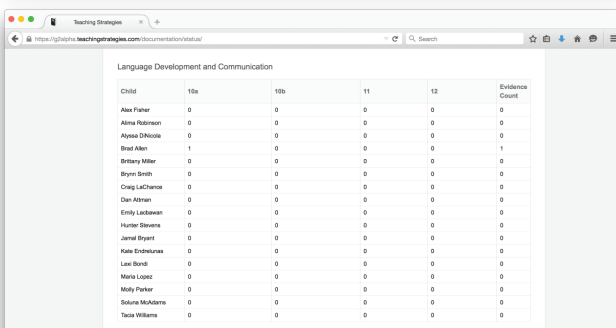
Report for All Children in KEA.

Domains: All

Period: Spring 2014/2015

*Please note that the number in the Evidence Count column will often be less than the total of the items listed under constructs. When a piece of evidence is tied to more than one construct it will appear for each construct, but will only be counted once under Evidence Count.

Child	1	2	3	4	5	6	7	8	9	10	11	12	Evidence Count
Alex Fisher	2												2
Alma Robinson	5												5
Alyssa Dikolite	8												8
Brad Allen	0												0
Brittany Miller	0												0
Brynn Smith	1												1
Craig LaChance	2												2
Dan Atman	4												4
Emily Lockman	4												4
Hunter Stevens	4												4
Jamel Bryant	4												4



Language Development and Communication

Child	10a	10b	11	12	Evidence Count
Alex Fisher	0	0	0	0	0
Alma Robinson	0	0	0	0	0
Alyssa Dikolite	0	0	0	0	0
Brad Allen	1	0	0	0	1
Brittany Miller	0	0	0	0	0
Brynn Smith	0	0	0	0	0
Craig LaChance	0	0	0	0	0
Dan Atman	0	0	0	0	0
Emily Lockman	0	0	0	0	0
Hunter Stevens	0	0	0	0	0
Jamel Bryant	0	0	0	0	0
Kate Endelunas	0	0	0	0	0
Lee Bond	0	0	0	0	0
Maria Lopez	0	0	0	0	0
Molly Parker	0	0	0	0	0
Soluna McAdams	0	0	0	0	0
Tasha Williams	0	0	0	0	0

ENTERING STATUS SUMMARY DATA

STATUS SUMMARY

After the 60th day of school, you will use the **Status Summary** tab to enter a summary learning status for each kindergarten student with regard to **Book and Print Awareness** and **Object Counting**—the two required constructs for this phase of the Formative Assessment Process.

Whereas in the **Evidence** tab you determined a current learning status for each child with regard to each construct, in the **Status Summary** tab you will make a summary determination based on all the evidence you have gathered during the learning status period. The data you enter here fulfills the kindergarten entry requirement after the 60th day of school. (2015-2016)

There are two ways to enter summary status data: by child and by class.



BY CHILD

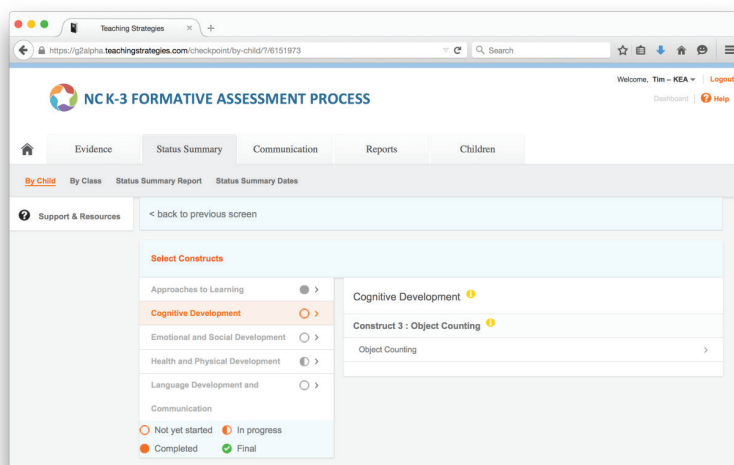
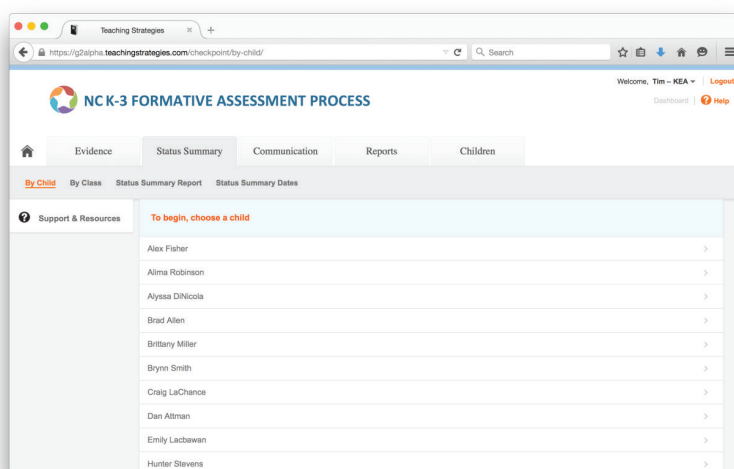
To enter data for an individual child, click **By Child**. Then click a child's name to select it.

On the next screen (shown below) you will select constructs. If you have opted in to use all of the constructs, you will see all of the domains listed here. Otherwise you will see only **Cognitive Development** and **Language Development and Communication**, which are the required domains for kindergarten entry (2015-2016).

The icons below the domain menu show whether you have started, completed, or finalized the constructs within the selected domain. Click a domain to reveal the constructs within it. Then click the construct to be taken to the construct progression.

Click a domain to reveal the construct(s) within it and then click the construct to be taken to the construct progression, where you will enter your status summary data.

TIP: You can click the  icon beside the domain to see the overarching claim that underlies that domain and the  icon beside the construct to see rationale for including it in the North Carolina K-3 Formative Assessment Process.



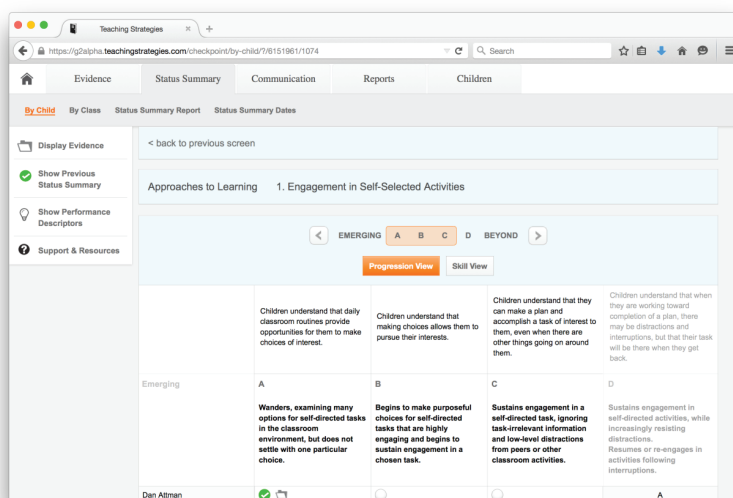
PROGRESSION VIEW

The default view is the progression view, which enables you to see three skills of the construct progression at a time.

On this screen you will see the domain, the construct, the understandings, and the skills that make up the construct. You can click the **Previous** and **Next** buttons in the upper right corner to view the previous and next construct progressions in that domain.

Moving from left to right along the progression, each skill is presented in order of sophistication. Here you will determine a student's status summary with regard to the construct progression.

You can use the slider (left/right arrows) to move along the progression in either direction.



Note the words **Emerging** and **Beyond** on either side of the letters in the slider. **Emerging** indicates that a student has not yet demonstrated the first skill on the construct progression (Skill A). **Beyond** indicates that the student demonstrates skills that exceed the most advanced lettered skill on the construct progression (the letter may vary). You must enter evidence for **Emerging** and **Beyond** in order to select those as learning statuses.

If you need more information about a particular skill, you can view its performance descriptor by clicking **Show Performance Descriptor** in the left-hand navigation options or clicking **Skill View**.

If you previously entered a status summary for this child on this construct progression, you will see a **green checkmark** indicating your selection. Click **Show Previous Status Summary** in the left-hand navigation to view that information.

A **folder icon** indicates the presence of evidence. Reviewing the evidence can help you make a status summary determination. Click **Display Evidence** in the left-hand navigation to show the evidence in greater detail.

You can also click **Show Performance Descriptors** to view the performance descriptors for the skills in this progression.

Once you have determined the skill that represents the student's status summary based on all the evidence you have entered, select it by clicking on the checkbox beneath it on the progression.

Then click **Save & Close** to submit the status summary.

SKILL VIEW

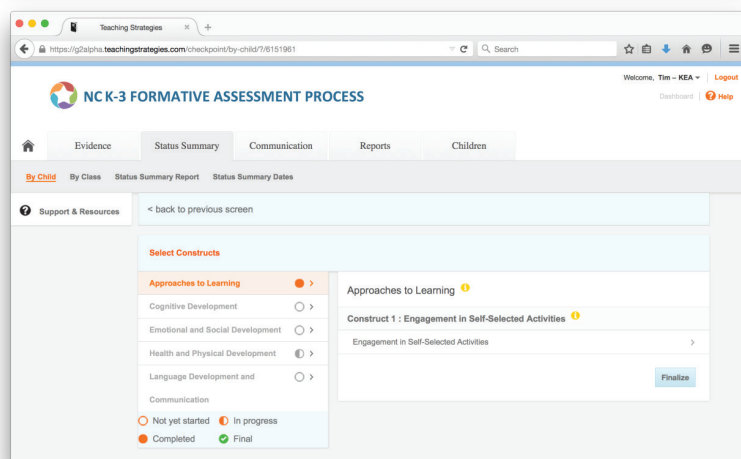
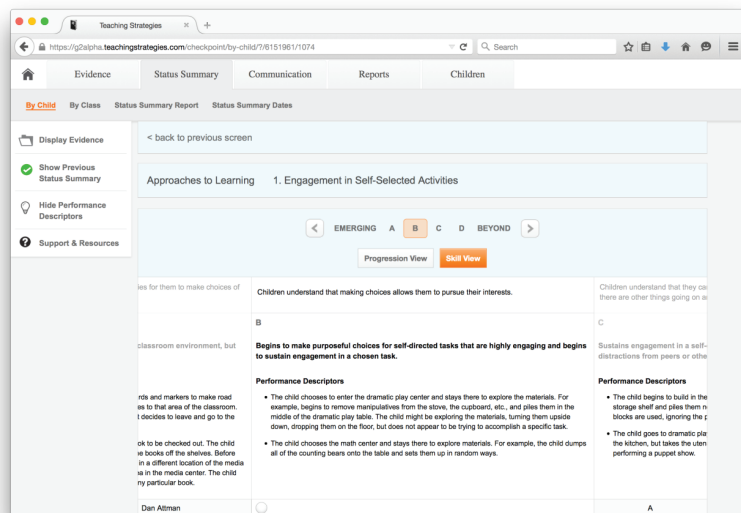
If you prefer to focus on a single skill rather than on three skills at a time, click **Skill View**. (You can return to the progression view at any time by clicking **Progression View**.)

The skill view is the recommended option when you want to refer to the performance descriptors. To hide them, click **Hide Performance Descriptors** in the left-hand navigation.

In either view, once you have determined the skill that represents the student's status summary based on all the evidence you have entered for that construct, click the checkbox beneath it on the progression.

Then click **Save & Close** to submit the status summary.

You will then be taken back to the screen that lists the domains and your selected constructs. If you have entered status summary data for all the constructs in a given domain, you will see a **Finalize** button. Click **Finalize** to submit your data for that domain. It will then show as **Final** (with a green checkmark) in the domain menu.

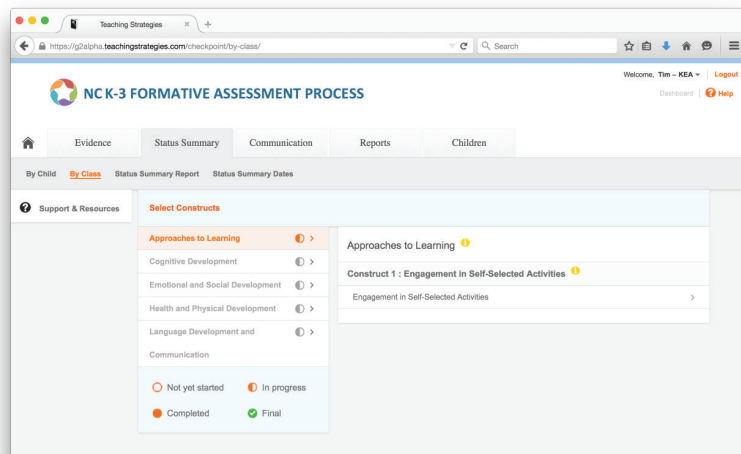


BY CLASS

You can select **By Class** from the **Status Summary** tab to enter data for your entire class. This option enables you to indicate status summaries for multiple children with regard to each construct progression that you are using.

To begin, click a domain and then click a construct to be taken to the construct progression.

TIP: You can click the **i** icon beside the *domain* to see the overarching claim that underlies that domain, and the **i** icon beside the construct to see rationale for including it in the North Carolina K–3 Formative Assessment Process.



PROGRESSION VIEW

The default view is the progression view, which enables you to see three skills of the construct progression at a time.

As with entering data by child, on this screen you will see the domain, the construct, the understandings, and the skills that make up the construct. You can click the **Previous** and **Next** buttons in the upper right corner to view the previous and next construct progressions in that domain.

Moving from left to right along the progression, each skill is presented in order of sophistication. Here you will determine a student's status summary with regard to the construct progression.

You can use the slider (left/right arrows) to move along the progression in either direction.

☐	☐	☐			
A	Wanders, examining many options for self-directed tasks in the classroom environment, but does not settle with one particular choice.	☐	☒	☐	☐
B	Begins to make purposeful choices for self-directed tasks that are highly engaging and begins to sustain engagement in a chosen task.	☐	☒	☒	☐
C	Sustains engagement in a self-directed task, ignoring task-irrelevant information and low-level distractions from peers or other classroom activities.	☒	☐	☐	☒
D	Sustains engagement in self-directed activities, while increasingly resisting distractions. Resumes or re-engages in activities following interruptions.	☐	☐	☐	☐

The status summary for each student is shown in the rightmost column: Alex Fisher (C), Emily Lacbawan (A), Craig LaChance (B), and Brittany Miller (C)."/>

Again, note the words **Emerging** and **Beyond** on either side of the letters in the slider. **Emerging** indicates that a student has not yet demonstrated the first skill on the construct progression (Skill A). **Beyond** indicates that the student demonstrates skills that exceed the most advanced lettered skill on the construct progression (the letter may vary). You must enter evidence for **Emerging** and **Beyond** in order to select those as learning statuses.

If you need more information about a particular skill, you can view its performance descriptor by clicking **Show Performance Descriptor** in the left-hand navigation options or clicking **Skill View**.

If you previously entered a status summary for a child on this construct progression, you will see a green checkmark indicating your selection. Click **Show Previous Status Summary** in the left-hand navigation to view that information.

A **folder icon** indicates the presence of evidence. Reviewing the evidence can help you make a status summary determination. Click **Display Evidence** in the left-hand navigation to show the evidence in greater detail.

You can also click **Show Performance Descriptors** to view the performance descriptors for the skills in this progression.

Once you have determined the skill that represents a student's status summary based on all the evidence you have entered, select it by clicking on the checkbox beneath it on the progression.

Repeat the process for all the students in your class. Then click **Save & Close** to submit the status summary data.

SKILL VIEW

If you prefer to focus on a single skill rather than on three skills at a time, click **Skill View**. (You can return to the progression view at any time by clicking **Progression View**.)

The skill view is the recommended option when you want to refer to the performance descriptors. To hide them, click **Hide Performance Descriptors** in the left-hand navigation.

In either view, once you have determined the skill that represents a student's status summary based on all the evidence you have entered for that construct, click the checkbox beneath it on the progression.

Repeat the process for all the students in your class. Then click **Save & Close** to submit the status summary.

You will then be taken back to the screen that lists the domains and your selected constructs. If you have entered status summary data for all the constructs in a given domain, you will see a **Finalize** button. Click **Finalize** to submit your data for that domain. It will then show as **Final** (with a green checkmark) in the domain menu.

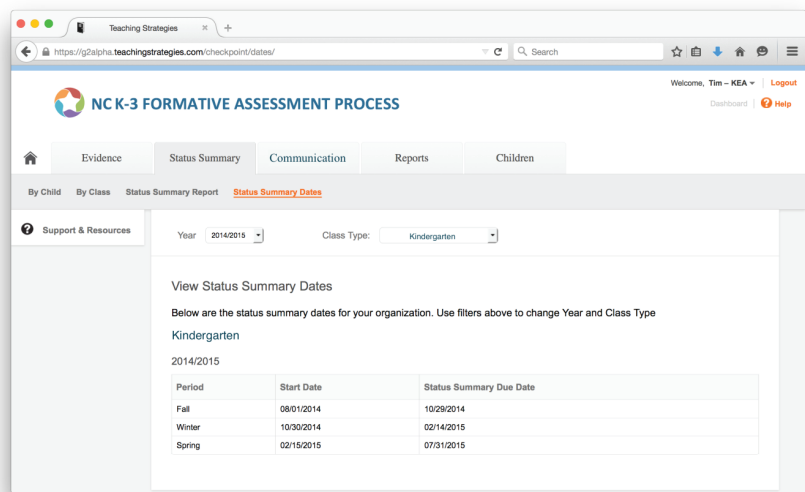
STATUS SUMMARY REPORT

From the **Status Summary** tab you can select **Status Summary Report** to determine whether you have entered status summary data for every child in your class.

This report shows the percentage of status summaries you have completed for each domain. Icons indicate whether you have not yet started entering status summary data for a given domain, and whether you have completed and finalized the data.

STATUS SUMMARY DATES

Select **Status Summary Dates** from the **Status Summary** tab to view the start date and the status summary date for your organization. Evidence with the “date observed” between the start date and the status summary date will be assigned to that period.



GENERATING REPORTS

The North Carolina K–3 Formative Assessment Process technology platform gives you access to reports that help you make the most out of your classroom data.

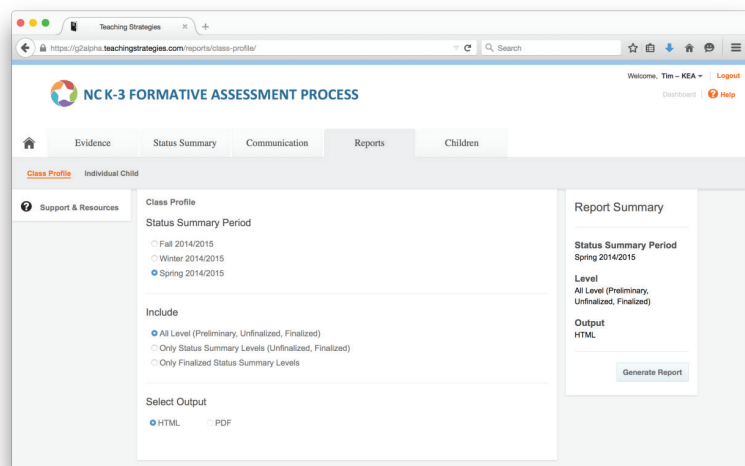
The reports are designed to tell a story about your students’ progress, inform classroom planning, and make it simple for you to analyze and share information with families and others involved in your students’ learning.

At present, there are two reports that you can access using the **Reports** tab: the Class Profile report and the Individual Child report.

CLASS PROFILE

The Class Profile report shows you where all of your students are with regard to the constructs you are using. You can create a Class Profile report for all of your classes at once to provide overview information, or for individual classes to help with day-to-day planning.

Click **Class Profile** to open the criteria screen.



On the Class Profile criteria screen, select the status summary period that you wish to view and whether to include all learning statuses (including status summary data), status summary data only, or finalized status summary data only.

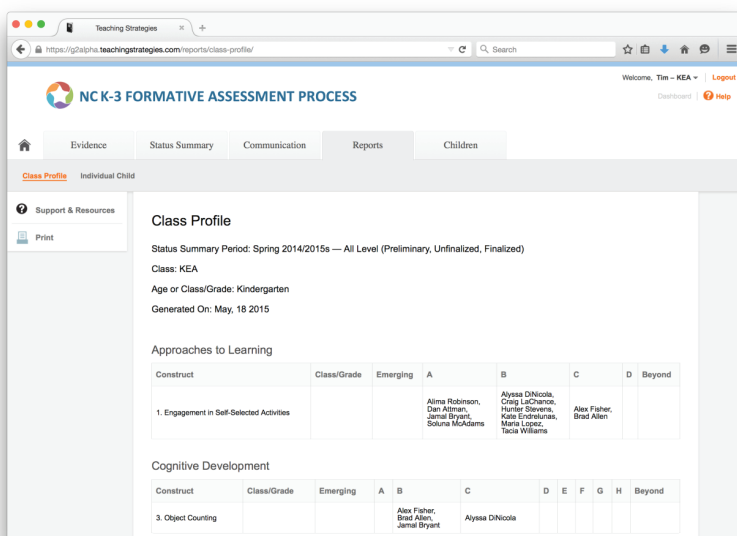
Then choose your output type (HTML or PDF). The **Report Summary** on the right lists your choices.

When you are finished entering your report criteria, click **Generate Report**.

The Class Profile report breaks out the data by domain and then by construct within each domain.

You can run the Child Profile report at any time during the school year to understand where students are along each construct progression and use that information to plan specific activities or group students so they can learn from each other.

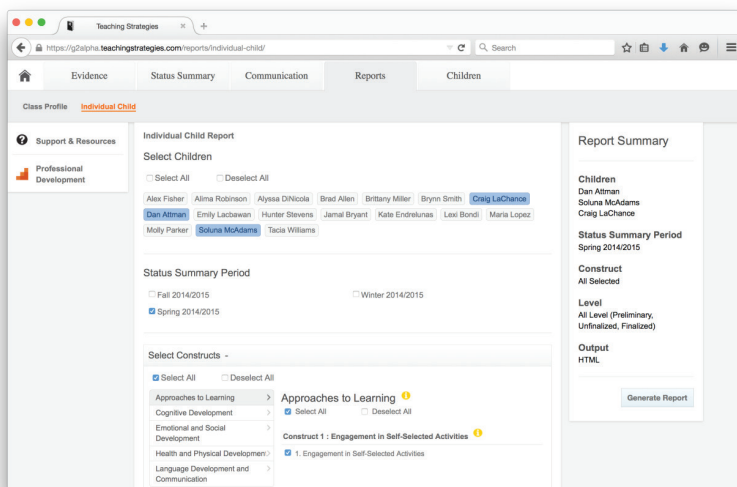
Click **Print** in the left-hand navigation to print the report. Click **Support & Resources** to access video tutorials and other resources designed to help you generate and interpret the reports in the North Carolina K–3 Formative Assessment Process technology platform.



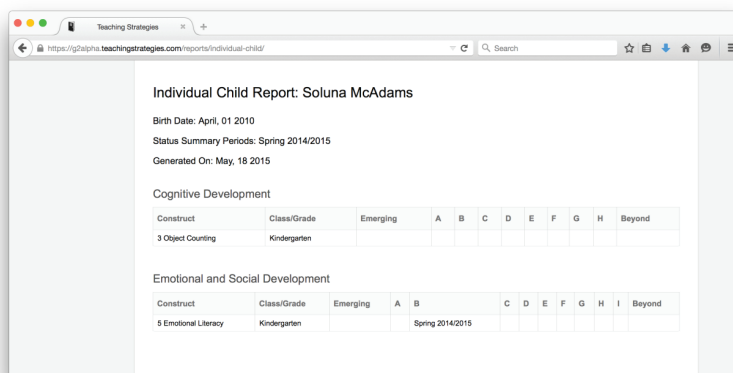
INDIVIDUAL CHILD REPORT

The second report under the **Reports** tab is the Individual Child report. This report enables you to see how individual children are progressing during a given period or over multiple periods. It helps you focus on each student's individual strengths and easily see where students may need additional support.

Click **Individual Child** to open the criteria screen. You can run the report for one student or multiple students at a time, and customize the report by selecting the criteria you wish to use.



On the Individual Child criteria screen, select one or more children, a status summary period, and the constructs you wish to view. If you have opted in to use all of the constructs, you will see all the domains listed in the domain menu. If not, you will see only **Cognitive Development** and **Language Development and Communication**, which are the domains of the constructs required for the KEA.



Click a domain to reveal the constructs within it. Then click a construct to select it. You can select all constructs within a domain by clicking **Select All** and start over by clicking **Deselect All**.

Then determine whether to include all learning statuses (including status summary data), status summary data only, or finalized status summary data only.

Finally, choose your output type (HTML or PDF). The **Report Summary** on the right lists your choices.

When you are finished entering your report criteria, click **Generate Report**.

The Individual Child report breaks out the data by child, by domain, and then by construct.

You can run the Individual Child report at any time to use current learning statuses to plan based on growth, or after the 60th day of school using status summary data.

Click **Print** in the left-hand navigation to print the report. Click **Support & Resources** to access video tutorials and other resources designed to help you generate and interpret the reports in the North Carolina K–3 Formative Assessment Process technology platform.

REFERENCES

Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousands Oaks, CA: Corwin Press.

North CarolinaThinkTank. (2013). *Assessment for learning and development in K-3: A report by the K-3 North Carolina Assessment Think Tank*. Raleigh, NC: Author.